



*Implementation of New Illinois Learning Standards  
Incorporating the ELA Common Core  
Focusing on PARCC*

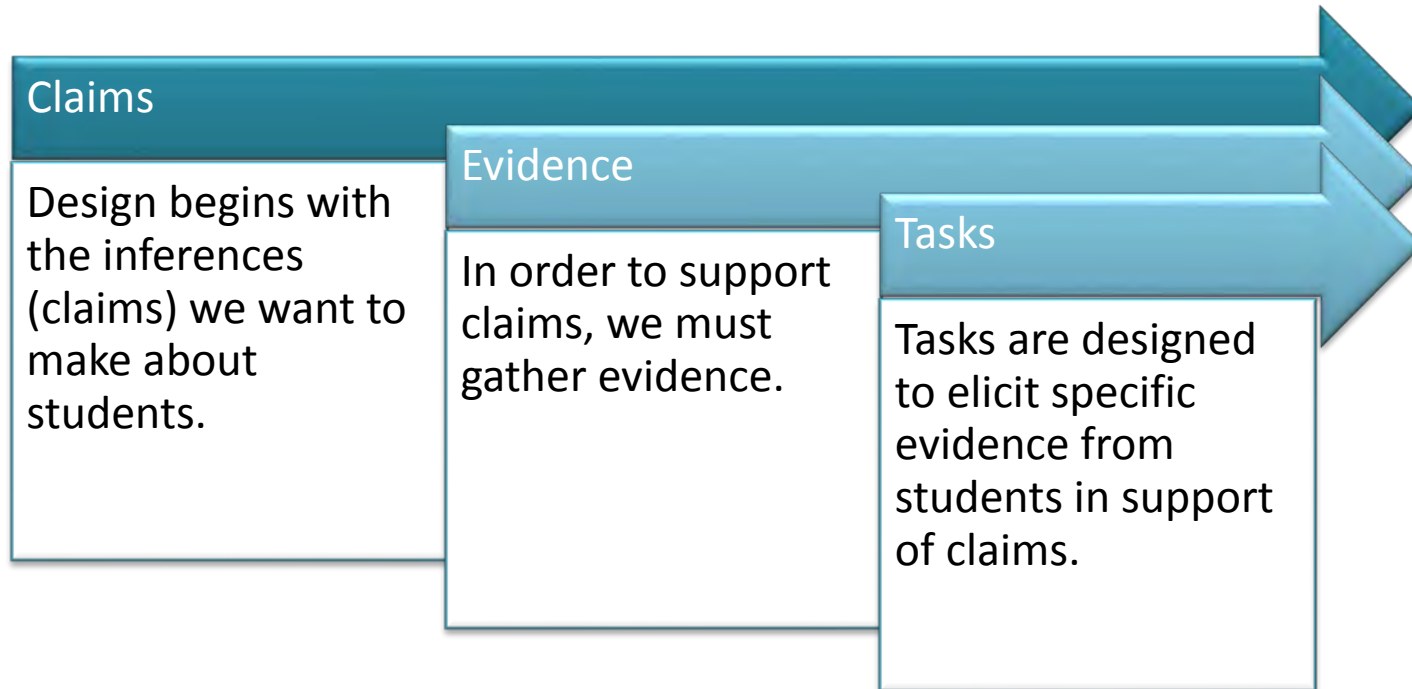
January 2014



# Today's Outcomes

- Identify how Evidence-Centered Design informs the PARCC Summative Assessment
- Define Performance Level Descriptors (PLD's) and understand the Structure of the PLD's
- Locate resources to assist educators with Common Core implementation

# Evidence-Centered Design for the PARCC Assessments



Evidence-centered design is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to year results, and **increase efficiencies and reduce costs**.



# Claims Driving Design: ELA/Literacy

**Students are on-track or ready for college and careers**

## **Major Claim**

**Students read and comprehend a range of sufficiently complex texts independently**

## **Major Claim**

**Students write effectively when using and/or analyzing sources.**

## **Subclaim**

**Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.**

## **Subclaim**

**Reading Literature**

## **Subclaim**

**Reading Informational Text**

## **Subclaim**

**Vocabulary Interpretation and Use**

## **Subclaim**

**Written Expression**

## **Subclaim**

**Conventions and Knowledge of Language**



## What are ELA Evidence tables?

- The tables contain the **Reading, Writing** and **Vocabulary** major claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.
- Evidences **describe what students might say or do** to demonstrate mastery of the standards.
- An item on the PARCC assessment **may measure multiple standards and multiple evidences**.

# Reading an Evidence Table

**Grade**  
**Claim**

**Standards:**  
**RL** –Reading  
Literary  
**RI** – Reading  
Information

<b>Grade: 3</b>	
<b>Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</b>	
Items designed to measure this claim may address the standards and evidences listed below:	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment The student's response:</b>
<b>RL 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)</li> <li>Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2)</li> </ul>
<b>RL 2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> <li>Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1)</li> <li>Provides a statement of the central message, lesson or moral in a text. (2)</li> <li>Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)</li> </ul>
<b>RL 3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>Provides a description of characters in a story (e.g., their traits, motivations, or feelings. (1)</li> <li>Provides an explanation of how characters' actions contribute to the sequence of events. (2)</li> </ul>
<b>RL 5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.(1)</li> <li>Provides a description of how each successive part of a text builds on earlier sections. (2)</li> </ul>
<b>RI 7:</b> Explain how specific aspects of a	<ul style="list-style-type: none"> <li>Provides an explanation of how a specific aspect of a text's illustrations</li> </ul>

**Evidences**



# Reading an Evidence Table for Grades 6 -11

Standards:  
In **Grades 6 – 11**  
**Literacy Standards**  
for **Reading**  
**History/Social**  
**Studies** and for **Reading**  
**Science/Technical**  
are added

**RH** – Reading  
History/Social  
Studies

**RST** – Reading  
Science/Technical

Grade: 6	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RST 1: Cite specific textual evidence to support analysis of science and technical texts.</b> <b>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.</b>	<ul style="list-style-type: none"> <li>For RI 1, provides textual evidence to support analysis of what <b>the text says explicitly</b>. (1)</li> <li>For RI 1, provides textual evidence to support analysis of <b>inferences drawn from the text</b>. (2)</li> <li>For RST and RH, provides textual evidence to support an analysis of <b>science and/or technical texts and/or historical primary and/or secondary sources</b>. (3)</li> </ul>
RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</b> <b>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b>	<ul style="list-style-type: none"> <li>Provides a statement of the central idea(s) of a text. (1)</li> <li>For RI 2, provides a statement of how the central idea is conveyed through particular details. (2)</li> <li>Provides an objective summary of the text distinct from personal opinions or judgments. (3)</li> </ul>
RI 3: Analyze in detail how a key individual	For RI 3, provides detailed analysis of how a key individual

# 3rd Grade Sample Informational Text: Main Idea Question

RI.2

- Provides a statement of the main idea of a text. (1)
- Provides a recounting of key details in a text. (2)
- Provides an explanation of how key details in a text support the main idea. (3)

## SAMPLE ITEM

Read all parts of the question before responding

### Part A

What is one main idea of “How Animals Live?”

- ☐ a. There are many types of animals on the planet.
- ☐ b. Animals need water to live.
- ☐ c. There are many ways to sort different animals.
- ☐ d. Animals begin their life cycles in different forms.

### Part B

Which detail from the article best supports your answer to Part A?

- ☐ a. “Animals get oxygen from air or water.”
- ☐ b. “Animals can be grouped by their traits.”
- ☐ c. “Worms are invertebrates.”
- ☐ d. “All animals grow and change over time.”
- ☐ e. “Almost all animals need water, food, oxygen, and shelter to live.”





# Students' Command of Evidence with Complex Texts is at the Core of Every Part of the Assessment!

*SO...*

Two standards are always in play—whether items are focused on reading or writing. These standards are:

- Reading Standard One (Use of Evidence)
- Reading Standard Ten (Complex Texts)



## Standard 1 Always at Play



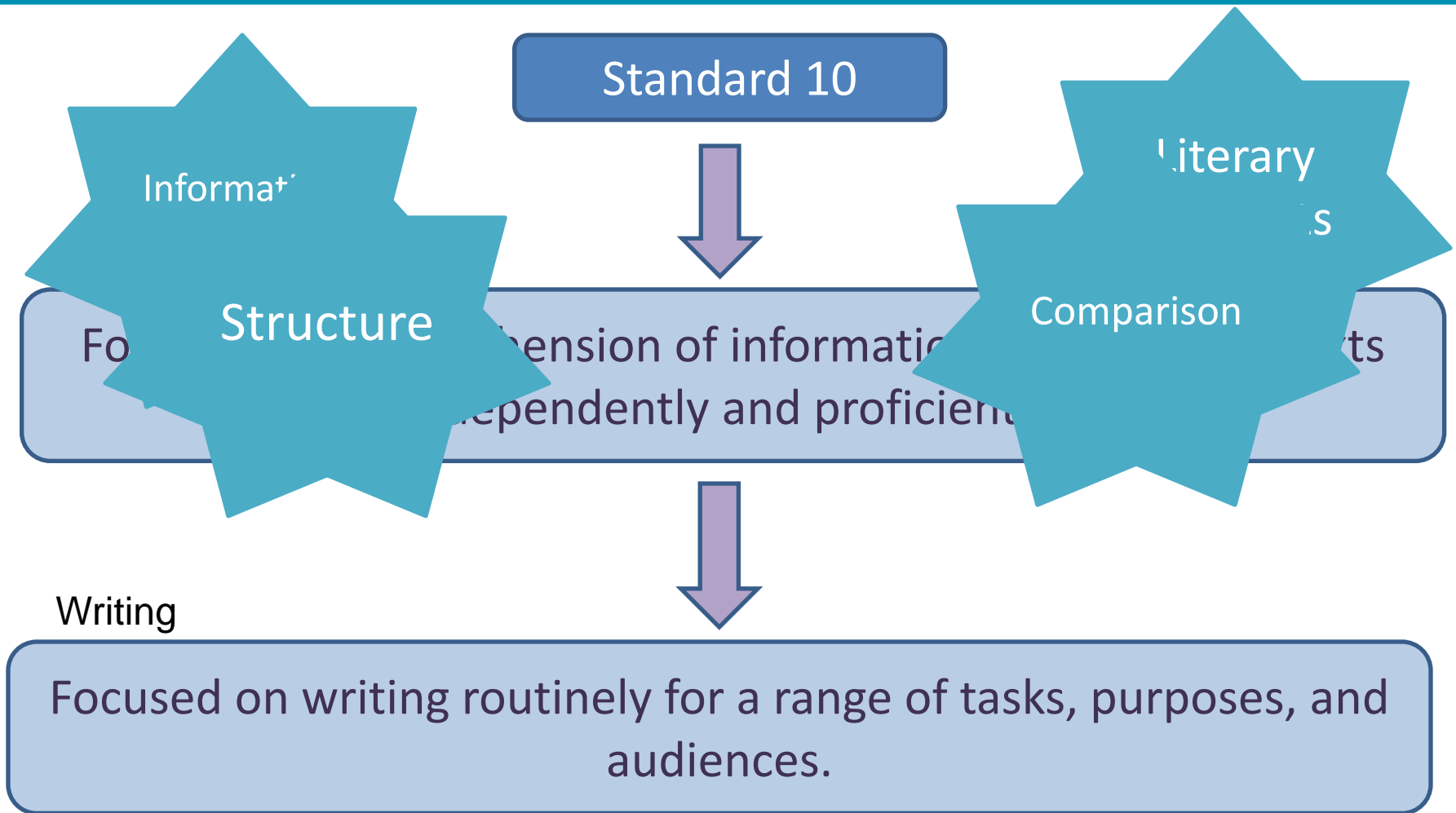
Summary

Standard 1

Multi-media

Focused on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn

# Standard 10 Always at Play



# Sample Summative Assessment Items

[www.parcconline.org](http://www.parcconline.org)



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## Next Generation Assessments

PARCC's College- and Career-Ready Determination Policy  will send a signal to students about their readiness for college-level coursework while they still have time to address any gaps.

1 2 3 4 5

### Take the PARCC Test

See how the PARCC assessment will work. Sample test questions are now available [online](#).

See the PARCC Difference

### PARCC Field Testing

See information here about the 2014 PARCC Field Test.

[Read more](#)

PARCC Test Item Specifications

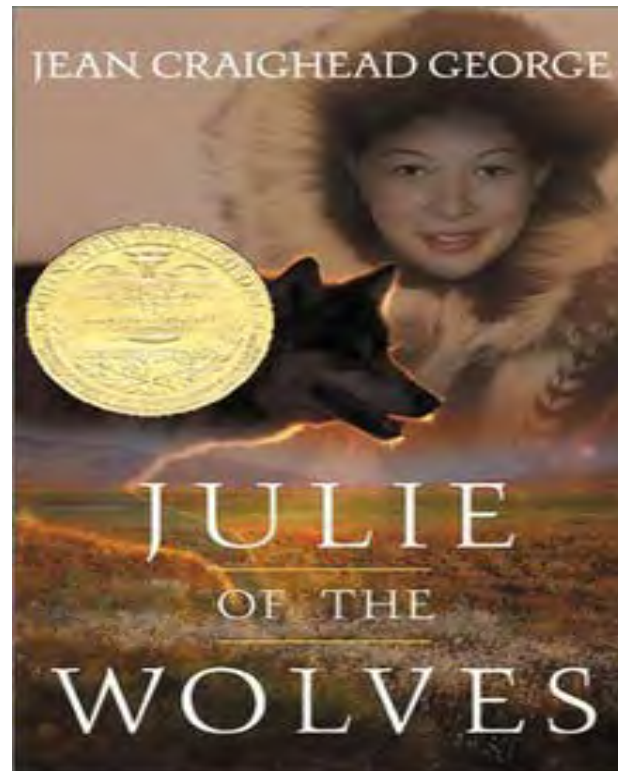
### What's new

#### NEWS ITEM

PARCC Governing Board Approves Data Privacy and Security Policy; Reviews Field Testing Plans

December 11, 2013. The Governing Board of the Partnership for

## Sample Task from 6<sup>th</sup> Grade





## Grade 6, Item #4—Part A (Prototype)

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a) She is angry that he left her alone.
- b) She blames him for her difficult childhood.
- c) She appreciates his thorough knowledge of nature.
- d) She is grateful that he planned out her future.




## Grade 6, Item #4—Part B (Prototype)

Which sentence from the passage best shows Miyax's feelings for her father?"

- a) "She had been lost without food for many sleeps on the North Slope of Alaska."
- b) "This could be done she knew, for her father, an Eskimo hunter, had done so."
- c) "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- d) "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."





## Claim, Standards and Evidence Statements Assessed

**PARCC Claim:** Students read and demonstrate comprehension of grade-level complex literary text.

**Standard RL. 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Evidence Statement for RL.6.1:** The student's response provides cited textual evidence to support analysis of inferences drawn from the text.


**Standard RL. 6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.

**Evidence Statement for RL.6.5:** The student's response provides a description of how the characters respond or change as the plot moves towards a resolution.

# The Classroom

What classroom practices should be taking place?



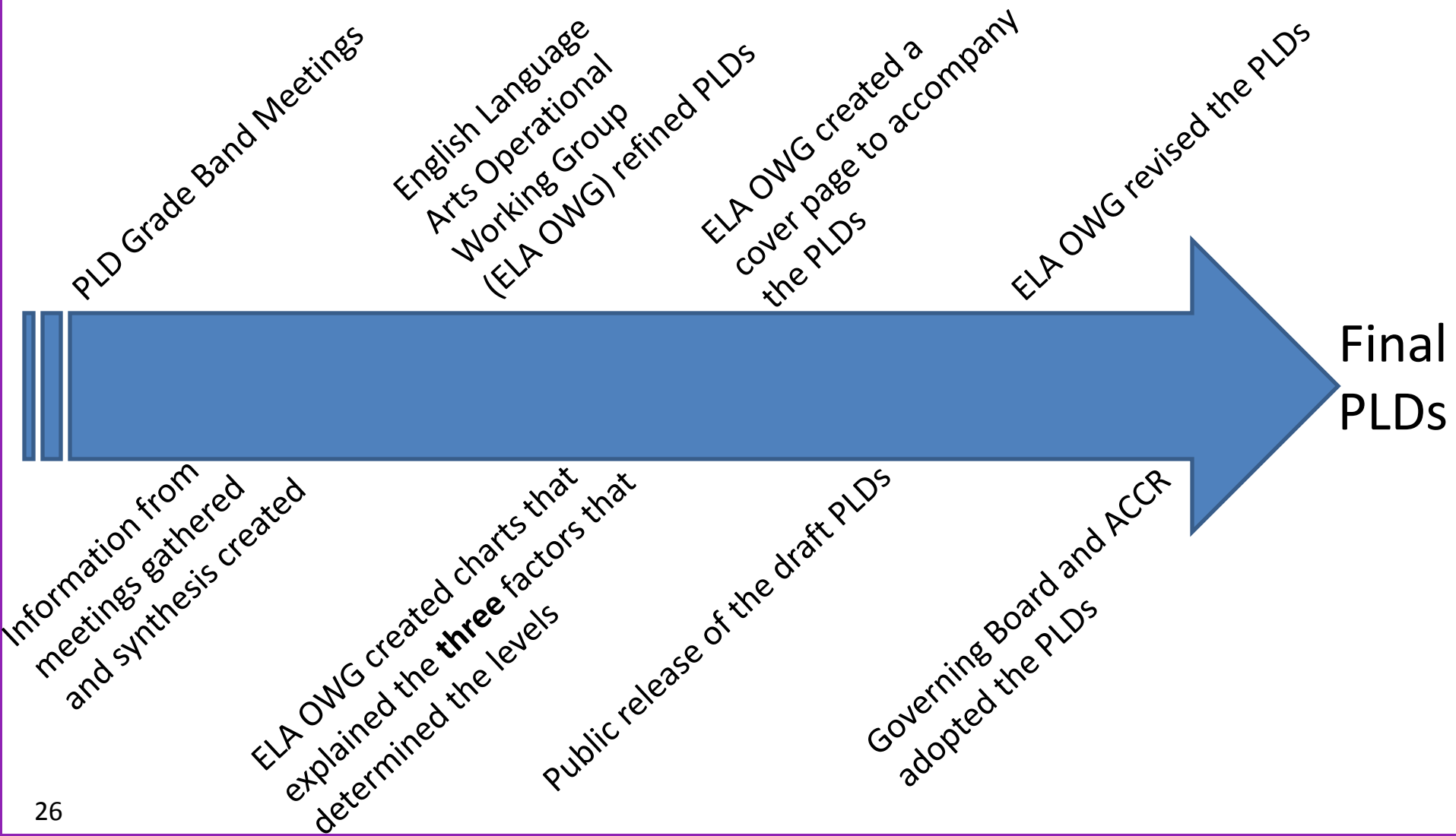


# What are Performance Level Descriptors?

**Performance Level Descriptors or PLDs** describe what students at each performance level know and can do relative to grade-level or course content standards assessed.



# PARCC's Process in Developing Performance Level Descriptors





## Building on Work to Date

In October 2012 PARCC established 5 performance levels

- **Level 5:** Students performing at this level demonstrate a distinguished command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Level 4:** Students performing at this level demonstrate a strong command...
- **Level 3:** Students performing at this level demonstrate a moderate command...
- **Level 2:** Students performing at this level demonstrate a partial command...
- **Level 1:** Students performing at this level demonstrate a minimal command...



# Performance Level Descriptors

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at Level 4 demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at Level 3 demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at Level 2 demonstrates <u>partial</u> command of the grade-level standards.
<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> </ul>	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> </ul>	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> </ul>	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the <u>inability</u> to do an accurate analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.</li> </ul>

# Looking at the PLDs: Reading

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Literary Evidence Table <a href="http://www.parcconline.org/assessment-blueprints-test-specs">http://www.parcconline.org/assessment-blueprints-test-specs</a>	See Informational Evidence Table <a href="http://www.parcconline.org/assessment-blueprints-test-specs">http://www.parcconline.org/assessment-blueprints-test-specs</a>	See Vocabulary Evidence Table <a href="http://www.parcconline.org/assessment-blueprints-test-specs">http://www.parcconline.org/assessment-blueprints-test-specs</a>
Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at Level 4 demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at Level 3 demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at Level 2 demonstrates <u>partial</u> command of the grade-level standards.
In reading, the pattern exhibited by student responses indicates: • With <u>very complex text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In reading, the pattern exhibited by student responses indicates: • With <u>very complex text</u> , students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In reading, the pattern exhibited by student responses indicates: • With <u>very complex text</u> , students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u> , students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u> , students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In reading, the pattern exhibited by student responses indicates: • With <u>very complex text</u> , students demonstrate the <u>inability</u> to do an accurate analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u> , students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u> , students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

This row provides the sub-claim being viewed

This row provides the level being described

This row provides information about the patterns displayed by students in reading at this level



# Looking at the PLDs: Written Expression

**Writing Sub-Claim for Written Expression:** Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**EVIDENCES:** Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.

See Writing Evidence Table

<http://www.parcnline.org/assessment-blueprints-test-specs>

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at Level 4 demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at Level 3 demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at Level 2 demonstrates <u>partial</u> command of the grade-level standards.
In writing, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion.
<p>The student:</p> <ul style="list-style-type: none"> <li>Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description.</li> <li>Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience.</li> <li>Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas.</li> <li>Establishes and maintains an effective style, while attending to the norms and conventions of the discipline.</li> <li>Effectively draws evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description.</li> <li>Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience.</li> <li>Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas.</li> <li>Establishes and maintains an effective style, while attending to the norms and conventions of the discipline.</li> <li>Effectively draws evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description.</li> <li>Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience.</li> <li>Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas.</li> <li>Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.</li> <li>Draws evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description.</li> <li>Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience.</li> <li>Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear.</li> <li>Has a style that has limited effectiveness, with limited awareness of the norms of the discipline.</li> <li>Draws minimal evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.</li> </ul>

This row provides the sub-claim being viewed

This row provides the level being described

This row provides information about the patterns displayed by students in writing at this level

# Looking at the PLDs: Knowledge of Language and Conventions

This row provides the sub-claim being viewed

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Writing Evidence Table <a href="http://www.parcconline.org/assessment-blueprints-test-specs">http://www.parcconline.org/assessment-blueprints-test-specs</a>

This row provides the level being described

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at Level 4 demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at Level 3 demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at Level 2 demonstrates <u>partial</u> command of the grade-level standards.
In writing, students demonstrate <u>full</u> command of the conventions of Standard English consistent with edited writing. There may be a <u>few minor errors</u> in grammar and usage, but meaning is clear throughout the response.	In writing, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be <u>some distracting errors</u> in grammar and usage, but overall meaning is clear.	In writing, students demonstrate <u>moderate</u> command of the conventions of Standard English consistent with edited writing. There are a <u>few patterns of errors</u> in grammar and usage that may occasionally impede understanding.	In writing, students demonstrate <u>limited</u> command of the conventions of Standard English consistent with edited writing. There are <u>multiple patterns of errors</u> in grammar and usage that impede understanding, demonstrating <u>minimal</u> control over language.



This row provides information about the patterns displayed by students in writing at this level



## Staying True to the CCSS

PLD writers were  
committed to staying  
true to the language  
and spirit of the CCSS.





# Resources

**It All Comes Down To Implementation!**





**For more information on PLDs:**

[www.PARCCOnline.org](http://www.PARCCOnline.org)

<http://parcc.nms.org>

Registration required.



# Resources from ISBE

[www.ilstu.edu](http://www.ilstu.edu)

- Shift Kits online
- Listserv

[http://www.isbe.net/common\\_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm)

- Implementation Support
- Webinars



# Contact Information

Thank You

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